NATIONAL HEALTH EDUCATION STANDARDS

The Elementary **D.A.R.E.** Curriculum is committed to teaching and practicing a drug free message. This is promoted by aligning and imbedding national health education standards through content and learning opportunities that are developmentally appropriate for fifth grade students.

National Health Education Standards: For Students

HEALTH EDUCATION STANDARD 1:

Students will comprehend concepts related to health promotion and disease prevention. Rationale (the rationale may be replaced if needed)
PERFORMANCE INDICATORS:

D.A.R.E. LESSONS

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As a result of health instruction in Grades 5-8, students will:	1	2	3	4	5	6	7	8	9	10
explain the relationship between positive health behaviors and the prevention of injury, illness, disease and premature death.										
describe the interrelationship of mental, emotional, social and physical health during adolescence.										
3. explain how health is influenced by the interaction of body systems.										
describe how family and peers influence the health of adolescents.						*	*	*	*	
analyze how environment and personal health are interrelated.										
6. describe ways to reduce risks related to adolescent health problems.										
7. explain how appropriate health care can prevent premature death and disability.										
8.describe how lifestyle, pathogens, family history and other risk factors are related to the cause or prevention of disease and other health problems.										

HEALTH EDUCATION STANDARD 2:

Students will demonstrate the ability to assess valid health information and health-promoting products and services.

Rationale (the rationale may be replaced if needed) PERFORMANCE INDICATORS:

NOT APPLICABLE

HEALTH EDUCATION STANDARD 3:

Students will demonstrate the ability to practice health-enhancing behaviors and reduce health

Rationale (the rationale may be replaced if needed)

PERFORMANCE INDICATORS:

D.A.R.E. LESSONS

As a result of health instruction in Grades 5-8, students will:	1	2	3	4	5	6	7	8	9	10
1.explain the importance of assuming responsibility for personal health behaviors.										
analyze a personal health assessment to determine health strengths and risks.										
distinguish between safe and risky or harmful behaviors in relationships.						*	*	*		
demonstrate strategies to improve or maintain personal and family health.										
develop injury prevention and management strategies for personal and family health.										
demonstrate ways to avoid and reduce threatening situations.						*	*	*		
7. demonstrate strategies to manage stress.										

HEALTH EDUCATION STANDARD 4:

Students will analyze the influence of culture, media, technology and other factors on health. Rationale (the rationale may be replaced if needed)
PERFORMANCE INDICATORS:

D.A.R.E. LESSONS

As a result of health instruction in Grades 5-8, students will:	1	2	3	4	5	6	7	8	9	10
describe the influence of cultural beliefs on health behaviors and the use of health services.										
2. analyze how messages from media and other sources influence health behaviors.		*	*	*						
analyze the influence of technology on personal and family health.										
4. analyze how information from peers influences health .						*	*	*		

HEALTH EDUCATION STANDARD 5:

Students will demonstrate the ability to use interpersonal communication skills to enhance health.

Rationale (the rationale may be replaced if needed) PERFORMANCE INDICATORS:

D.A.R.E. LESSONS

As a result of health instruction in Grades 5-8, students will:	1	2	3	4	5	6	7	8	9	10
demonstrate effective verbal and non-verbal communication skills to enhance health .						*	*	*	*	
describe how the behavior of family and peers affects interpersonal communication.						*	*	*	*	
3. demonstrate healthy ways to express needs, wants and feelings.										
4. demonstrate ways to communicate care, consideration, and respect of self and others.							*	*	*	
5. demonstrate communication skills to build and maintain healthy relationships.	*					*	*		*	
6. demonstrate refusal and negotiation skills to enhance health.	*			*		*	*	*	*	
7. analyze the possible causes of conflict among youth in schools and communities.						*	*		*	
8. demonstrate strategies to manage conflict in healthy ways.							*	*	*	

HEALTH EDUCATION STANDARD 6:

Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.

Rationale (the rationale may be replaced if needed)

PERFORMANCE INDICATORS:

D.A.R.E. LESSONS

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As a result of health instruction in Grades 5-8, students will:	1	2	3	4	5	6	7	8	9	10
demonstrate the ability to apply a Decision-Making process to health issues and problems individually and collaboratively.	*		*	*		*	*	*	*	
analyze how health -related decisions are influenced by individuals, family, and community values.										
predict how decisions regarding health behaviors have consequences for self and others.	*	*	*	*		*	*	*	*	
4. apply strategies and skills needed to attain personal health goals.						*		*		
describe how personal health goals are influenced by changing information, abilities, priorities, and responsibilities.										
6. develop a plan that addresses personal strengths, needs, and health risks.										

HEALTH EDUCATION STANDARD 7:

Students will demonstrate the ability to advocate for personal, family and community health. Rationale (the rationale may be replaced if needed)

PERFORMANCE INDICATORS:

D.A.R.E. LESSONS

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As a result of health instruction in Grades 5-8, students will:	1	2	3	4	5	6	7	8	9	10
analyze various communication methods to accurately express health information and ideas.		*	*	*	*					
express information and opinions about health issues.				*	*		*		*	
3. identify barriers to effective communication of information, ideas, feelings, and opinions about health issues.										
demonstrate the ability to influence and support others in making positive health choices.						*	*	*		
5. demonstrate the ability to work cooperatively when advocating for healthy individuals, families, and schools.										